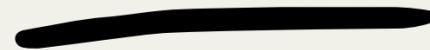


# TEXAS RAPE PREVENTION & EDUCATION PROGRAM

STATE-LEVEL  
INDICATORS



# STATE-LEVEL INDICATORS

data that helps gauge whether specific outcomes (goals) are being met



## INCREASE

- Protective factors:
  - Connection to a caring adult
  - Emotional health and connectedness
  - Empathy and concern for how one's actions affects others
  - Community support and connectedness



## DECREASE

- Sexual violence (SV) victimization
- SV perpetration
- Risk factors:
  - General aggressiveness and acceptance of violence
  - General tolerance of SV within the community
  - Societal norms that support SV

# STATE-LEVEL INDICATOR DATA FROM SECONDARY DATA SOURCES



collected by someone  
other than our  
Texas RPE program

# PROTECTIVE FACTORS

events, conditions, situations, or exposure to influences that impede the initiation of sexual violence in at-risk populations and in the community.

The most recent data available is from 2018-2019.

## CONNECTION TO A CARING ADULT

The numbers below are reported by parents/adult in the household through the National Survey of Children's Health

**87%** of Texas children have an adult mentor.  
National rate: 89%

**84%** of Texas parents always (60%) or usually (24%) attend activities their children participate in. National rate: 87%  
(always: 60%; usually: 27%)

We recognize a variety of factors, including work schedules, transportation, and health affect a parent's ability to attend their children's activities. We choose a variety of indicators for each risk and protective factor so that we don't rely on any single question/data source.

## EMOTIONAL SUPPORT & CONNECTEDNESS

The numbers below are self-reported by youth respondents through the Youth Risk Behavior Survey

**38%** of Texas adolescence ever felt sad or hopeless daily for two weeks or more. National rate: 37%

**10%** of Texas adolescents have attempted suicide in the past 12 months. National rate: 9%

## COMMUNITY SUPPORT AND CONNECTEDNESS

The numbers below are reported by parents/adult in the household through the National Survey of Children's Health

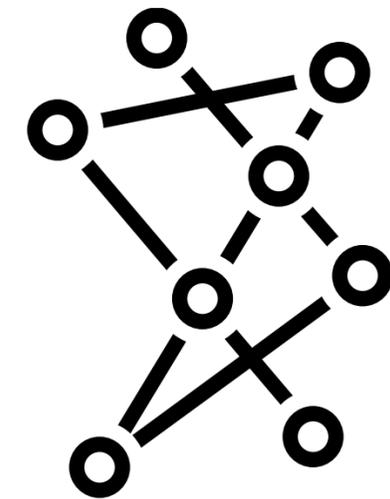
**77%** of Texas children participated in one or more extracurricular activities.  
National rate: 80%

**42%** of Texas children participated in community service or volunteer work.  
National rate: 44%

**55%** of Texas children live in a supportive neighborhood.  
National rate: 55%

**94%** of Texas children are definitely (65%) or somewhat (29%) safe in their neighborhood.  
National rate: 95%  
(definitely: 65%; somewhat: 31%)

**97%** of Texas children are definitely (69%) or somewhat (28%) safe at school.  
National rate: 97%  
(definitely: 70%; somewhat: 27%)



# RISK FACTORS



events, conditions, situations, or exposure to influences that result in the initiation of sexual violence.

The most recent data available is from 2018 or 2019.

## SEXUAL VIOLENCE PERPETRATION & VICTIMIZATION

The numbers below are reported in the 2019 Crime in Texas report

**18,057** incidences of Sexual Assault were reported in Texas in 2019 (9% reduction from 2018)

**18,726** offenders of Sexual Assault were reported in Texas in 2019 (9% reduction from 2018)

## GENERAL AGGRESSIVENESS & ACCEPTANCE OF VIOLENCE

The numbers below are reported in the 2019 Crime in Texas report

**261** aggravated assaults for every 100,000 persons in Texas (.9% increase from 2018)

**27,612** people were arrested by Texas law enforcement for aggravated assault in 2019 (2% increase from 2018)

**0 - 1** number of aggravated assaults reported on college campuses served by Texas RPE programs in 2018.

## SOCIETAL NORMS THAT SUPPORT SEXUAL VIOLENCE

The numbers below are reported by parents/adult in the household through the National Survey of Children's Health

**4%** of Texas children have ever been a victim of or witness to violence in their neighborhood.  
National rate: 4%



# TEXAS RAPE PREVENTION & EDUCATION PROGRAM

FY20  
AT A GLANCE

February 2020 - January 2021



TEXAS A&M UNIVERSITY  
Center for Community  
Health Development

 **SVPP**EVALUATION

## **Texas Rape Prevention & Education (RPE) works to:**

### **1 Promote social norms that protect against violence**

Bystander approaches, Mobilizing men and boys as allies

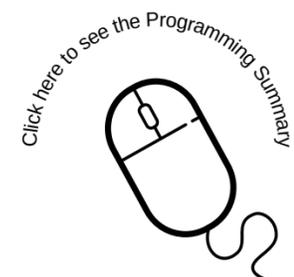
### **2 Teach skills to prevent sexual violence**

Social-emotional learning

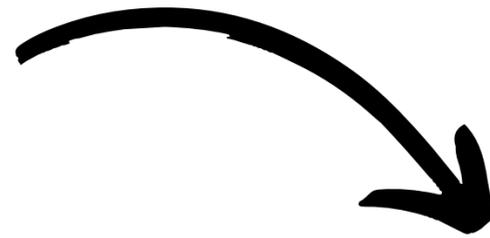
### **3 Provide opportunities to empower and support girls and women**

Strengthening leadership and opportunities for girls

**through positive youth development and community-driven approaches.**



# WE ARE TEXAS RPE

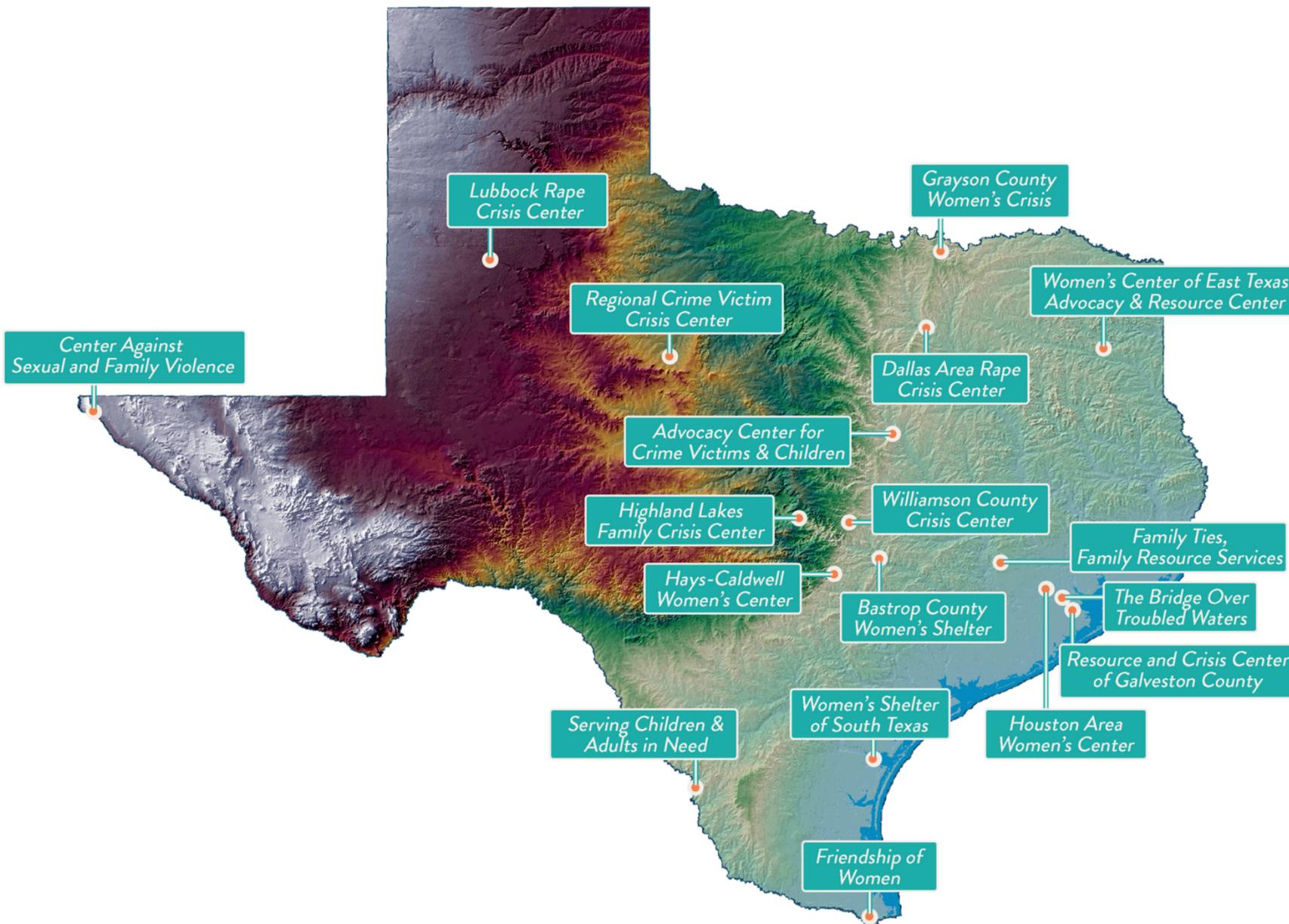


**18 programmatic grants | \$100,000 each**  
**15% funding to training and technical assistance**  
**11% funding to state-wide evaluation**

Texas RPE is guided by the Primary Prevention Planning Committee Steering Committee. The Committee is comprised of representatives from the Department of State Health Services (DSHS), the Office of the Attorney General (OAG), the Texas Association Against Sexual Assault, and the Texas A&M Health.

The purpose of the Steering Committee is to:

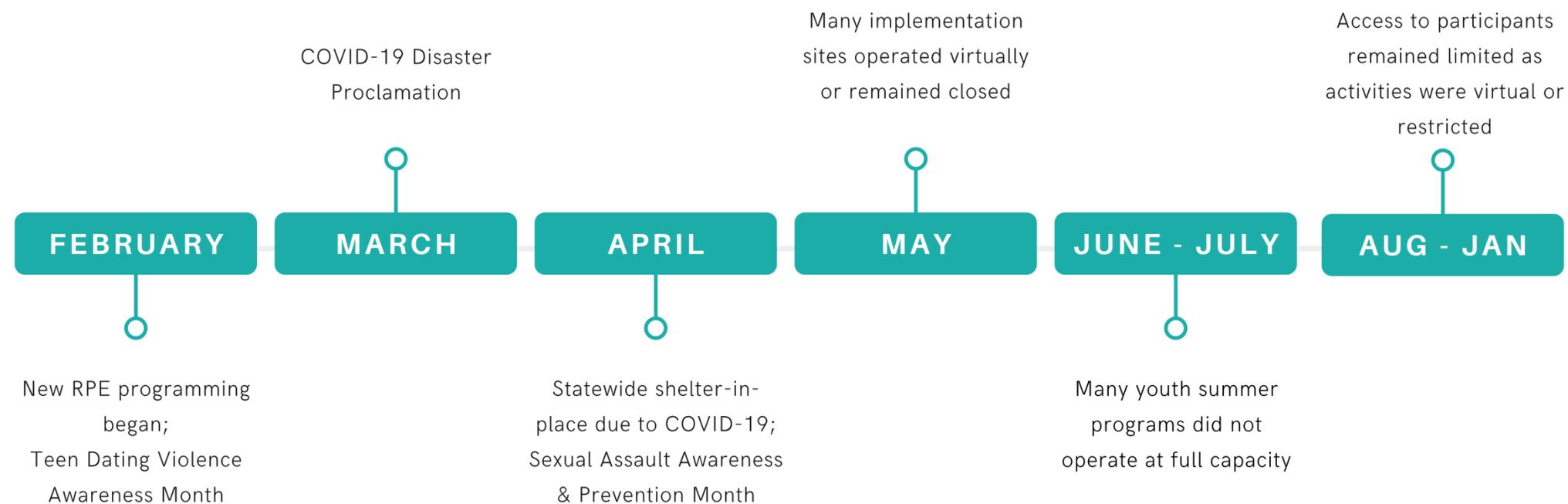
- Guide primary prevention efforts in Texas by developing and making programmatic recommendations to the OAG and DSHS on utilization of RPE funds, identification and prioritization of goals and objectives, implementation of strategies and activities, and evaluation efforts.
- Promote, foster, and engage in state-level coordination of SV prevention efforts



# CONTEXTUAL FACTORS

WHAT HAPPENED  
AND  
THE EFFECTS

In February 2020, Texas programming shifted focus to community- and societal- level approaches. Many grantees changed and/or started offering new programming (curricula) at this time. In mid-March Texas Governor Greg Abbot issued a disaster proclamation certifying that COVID-19 posed an imminent threat of disaster in Texas and among several other provisions, social gatherings were limited to no more than 10 individuals. A Shelter-in-Place order was in effect in April; Texans were directed to stay home unless conducting essential services or activities. Schools, non-essential businesses, and non-essential services were closed or shifted to a conduct-from-home format. This order came after a wave of worldwide recommendations that included frequent handwashing, social/physical distancing (individuals remaining 6ft apart), and limitations on the number of people allowed to gather in one location. These recommendations remained in place even after the Shelter-in-Place order expired and most schools were not reopened for in-person classes during the 2019-2020 school year and continued in a virtual or hybrid model for the 2020-2021 school year. During this same time, a variety of events took place on a national level that were challenging and disproportionately affected some communities. Many people and communities experienced civil unrest, food insecurity, overtaxed health care systems, concern for basic safety, unemployment, and limited childcare access, which led to an overall shift in priorities. Grantees reimaged planned prevention programming, which resulted in social norms change and community-level work that fit the unique situation of each Texas community receiving RPE funds.



**Texas traditionally allows local governments to determine guidelines for their jurisdiction. Therefore, Texas RPE programs operated under a wide variety of mandates throughout the COVID-19 pandemic.**

Passionate and creative people and organizations that put boundless energy and care into providing Texas RPE programming

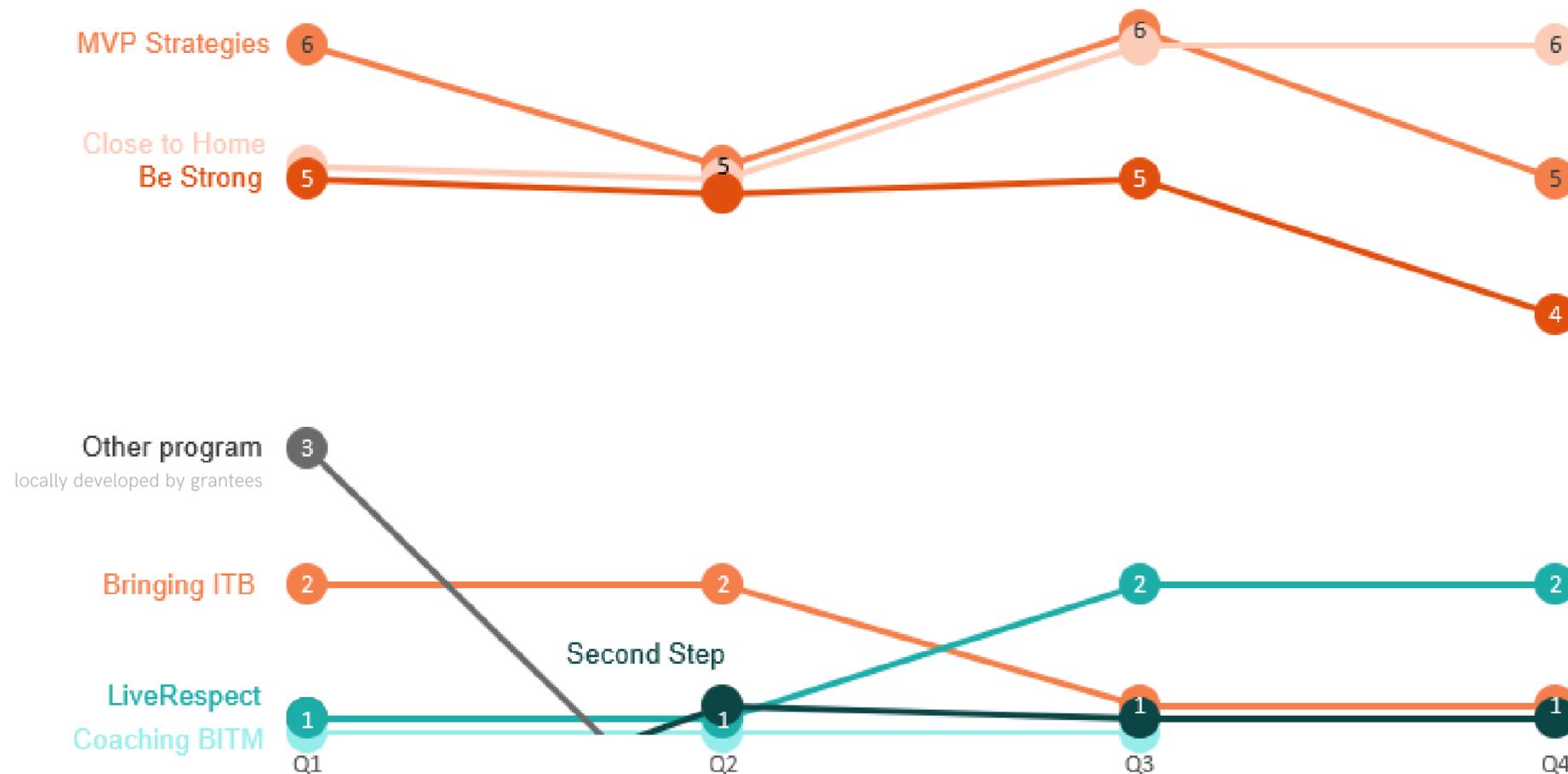


# GRANTEE DATA FROM THE QUARTERLY REPORTING SYSTEM

# PROGRAMMING ↻

the curriculum used (doesn't necessarily capture all the work)

The primary programs being implemented in Texas have a **community-level (C-L) component**: MVP Strategies, Close to Home, and Be Strong. Those **without** an inherent C-L component are being implemented by fewer organizations.



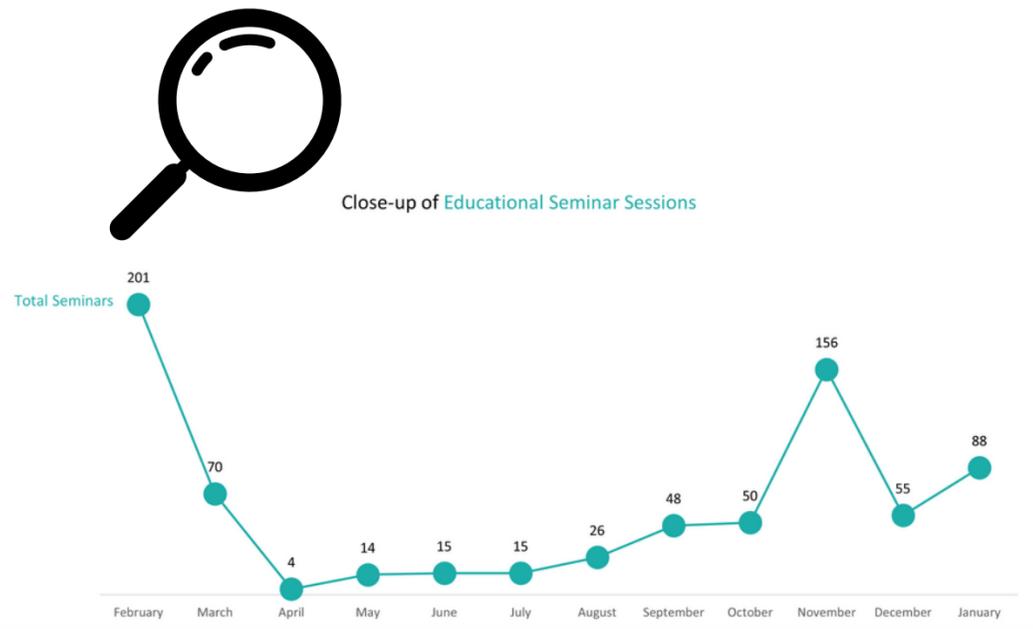
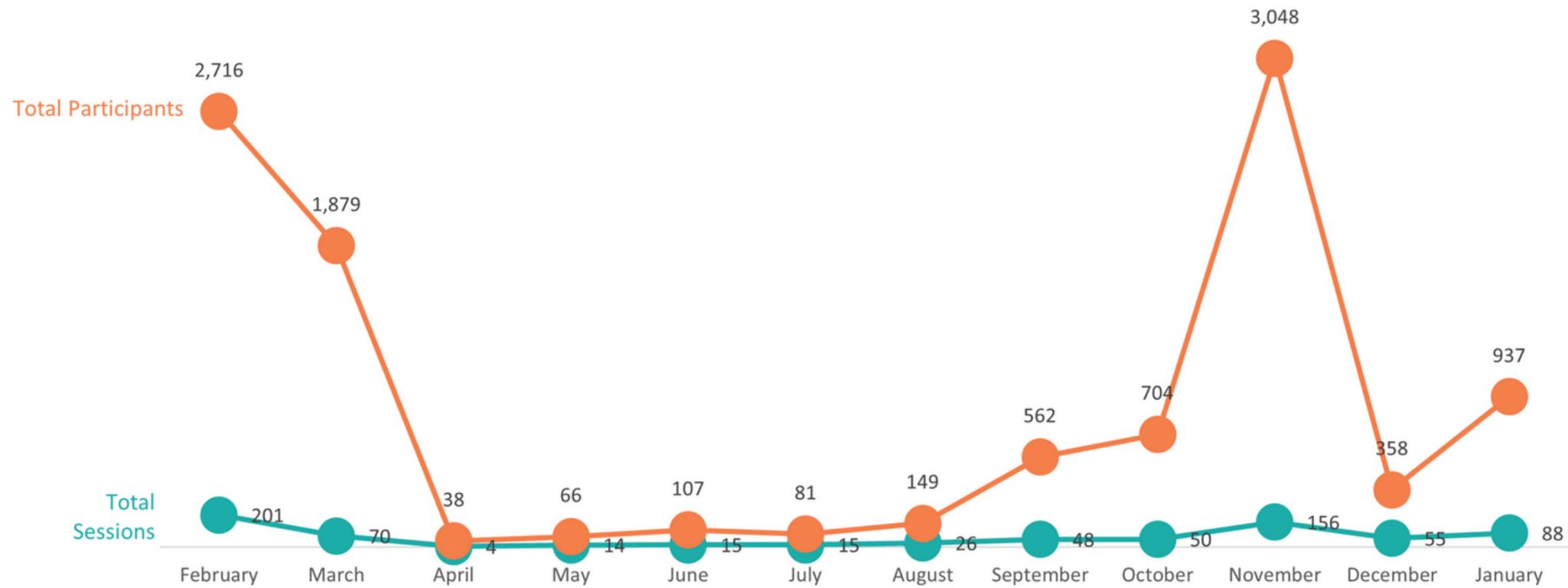
These numbers are the number of grantees who implemented the program in the given quarter. In this case, 6 grantees implemented MVP Strategies and Close to Home in quarter 4.

Sectors Grantees Implement Education	
Schools	22
Community-based organizations that primarily serve youth	17
Other	10
Other community-based organizations	10
College/University	6
Governmental Agencies	3
Businesses	0
Residential Complexes	0

# EDUCATIONAL SEMINARS

programs delivered to program participants only (e.g. individuals that participate in programming such as Be Strong, Bringing in the Bystander, Close to Home, etc.) For programs that are not a curriculum, such as Close to Home, count group meetings as educational seminars.

On average, Texas RPE conducted 62 educational seminars per month with 887 participants. In total, 742 seminars were conducted with 10,645 participants in FY20.

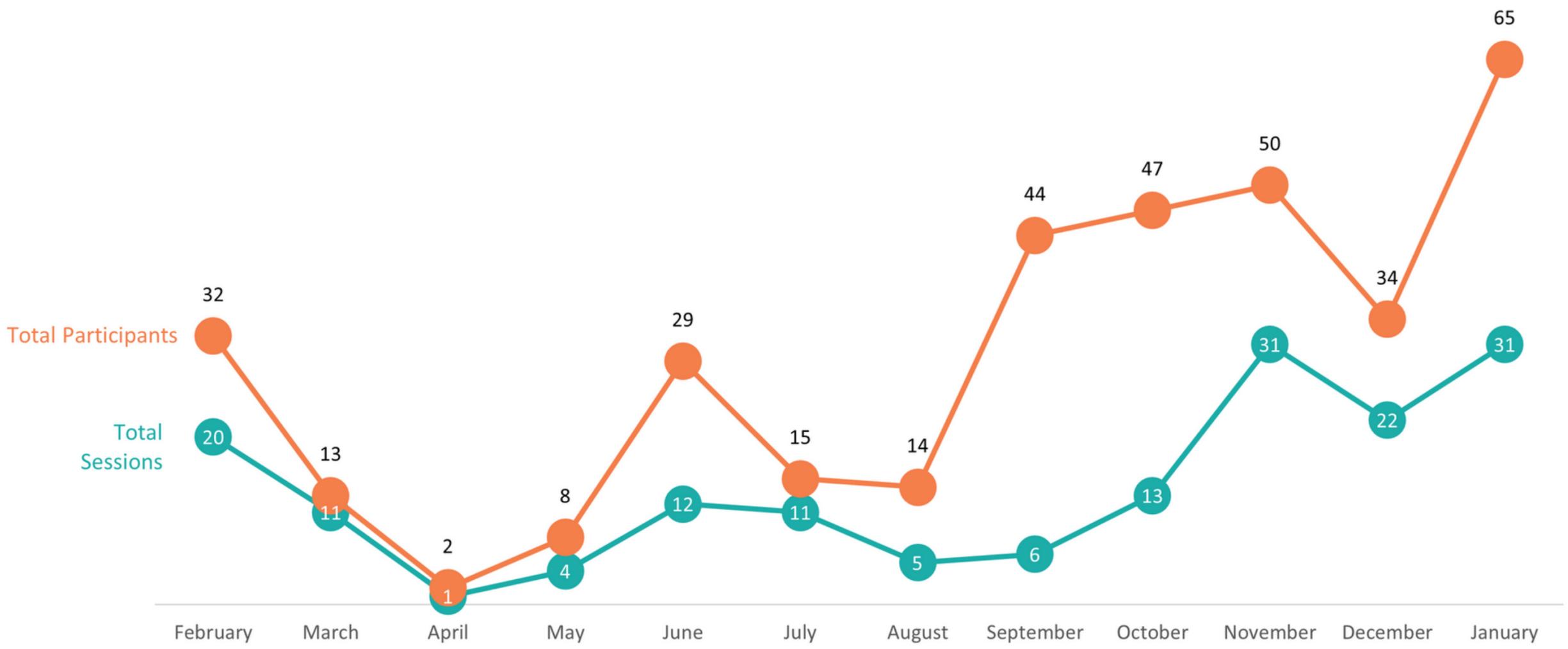


begin to see a steady increase in sessions as in-person opportunities expanded and grantees adjusted to online programming

# TRAINING PROGRAMS FOR PROFESSIONALS

any training provided to professionals either as a result of programming or community-level activities

On average, Texas RPE conducted 13 training programs for professionals per month with 29 participants. In total, 167 programs were conducted with 353 participants in FY20.

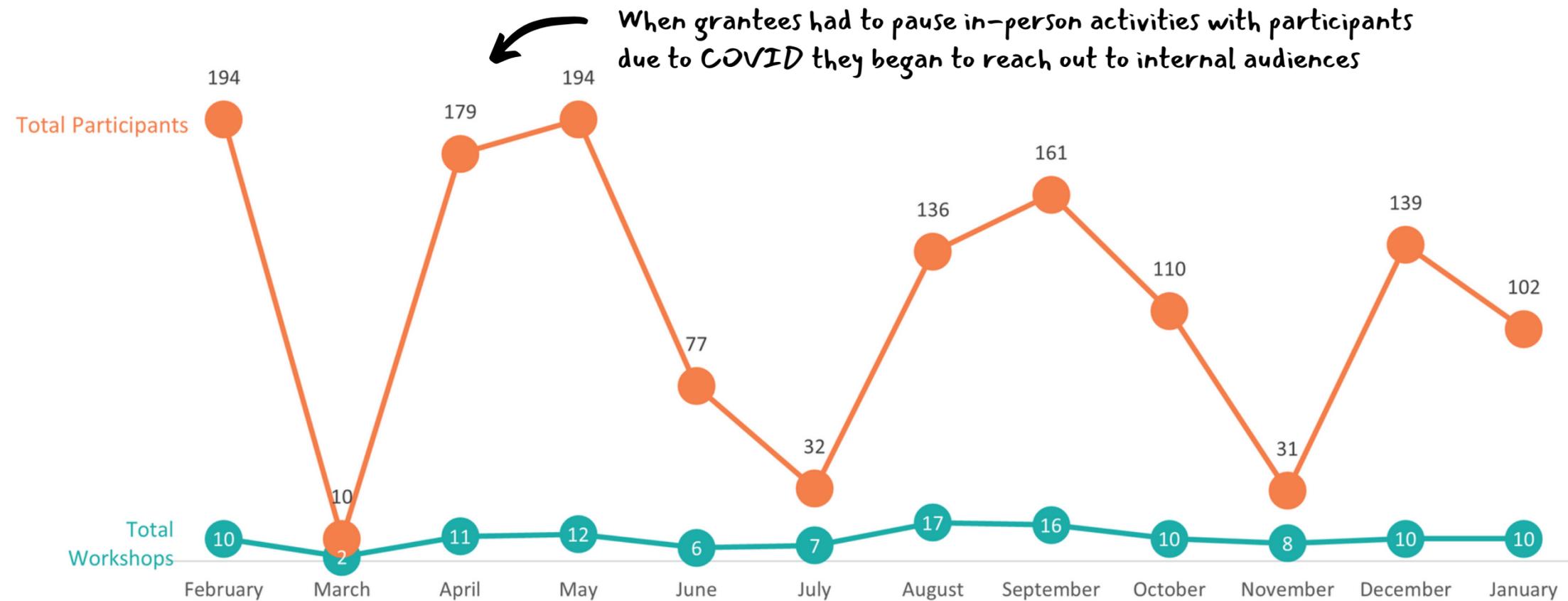


begin to see higher attendance per session

# OTHER EDUCATION INTERNAL AUDIENCES

activities outside chosen programming and the internal folks (staff, volunteers, board members, etc.) that take part in them.

On average, Texas RPE conducted 10 Other Education workshops for internal audiences per month with 114 participants. In total, 119 programs were conducted with 1,365 participants in FY20.



The most frequently reported workshop audiences was agency staff (reported 44 times), followed by volunteers (27), and Other (3).

count is not necessarily indicative of the number of workshops for that type of audience

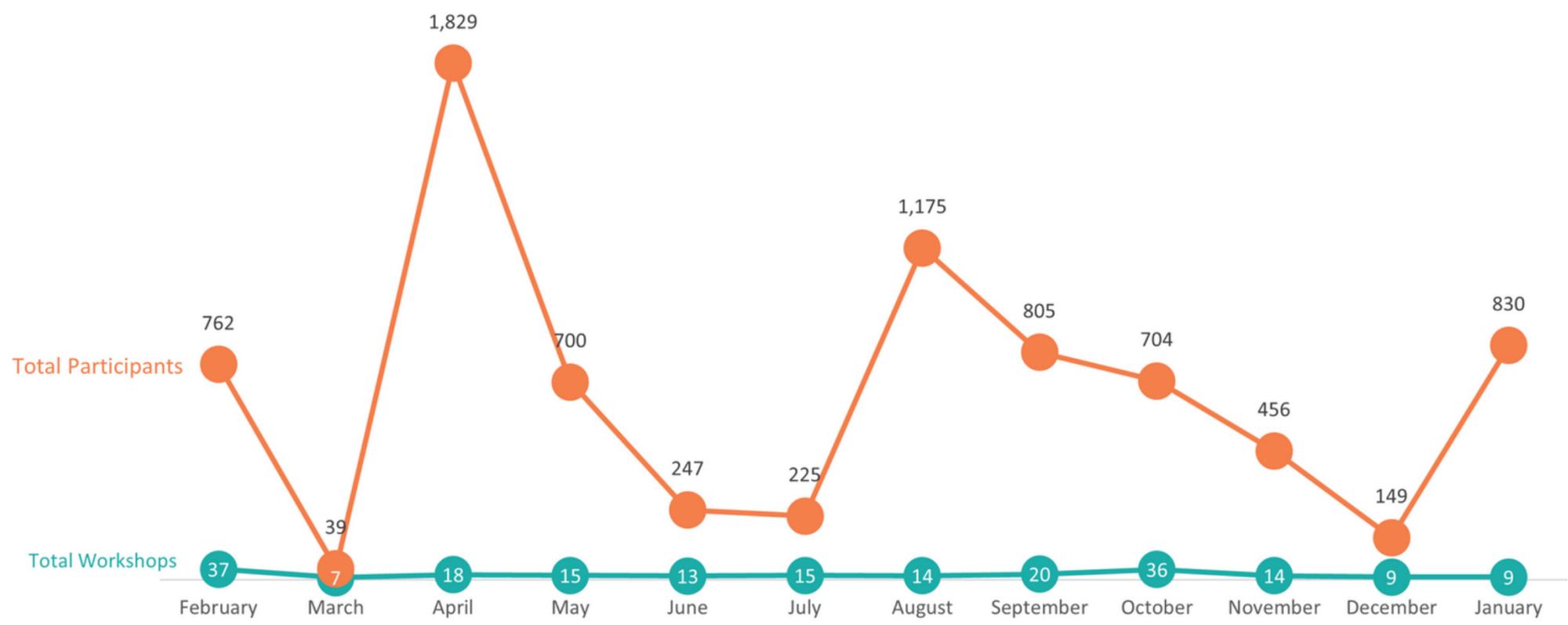
# OTHER EDUCATION

## EXTERNAL AUDIENCES

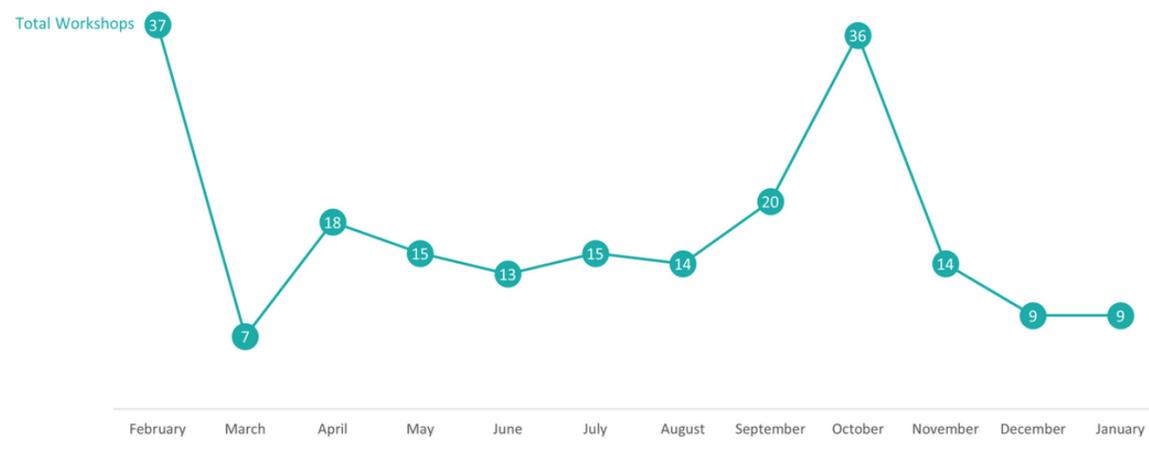


activities outside chosen programming and the internal folks (community stakeholders, those not involved in programming, etc.) that take part in them.

On average, Texas RPE conducted 17 Other Education workshops for external audiences per month with 660 participants. In total, 207 programs were conducted with 7,921 participants in FY20.



Close-up of Other Education Workshops for External Audiences



The most frequently reported workshop audiences was Other external audiences (reported 32 times), followed by youth (26), adult influencers (24) and coalition members (12).

count is not necessarily indicative of the number of workshops for that type of audience

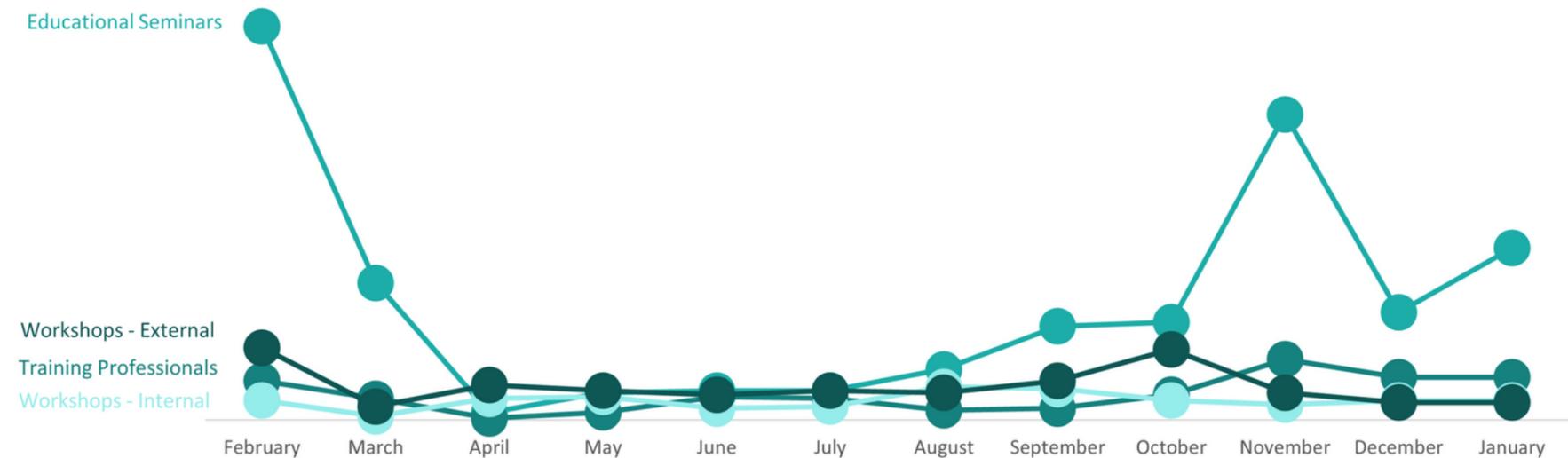
# 30,000 FOOT VIEW OF ALL EDUCATION



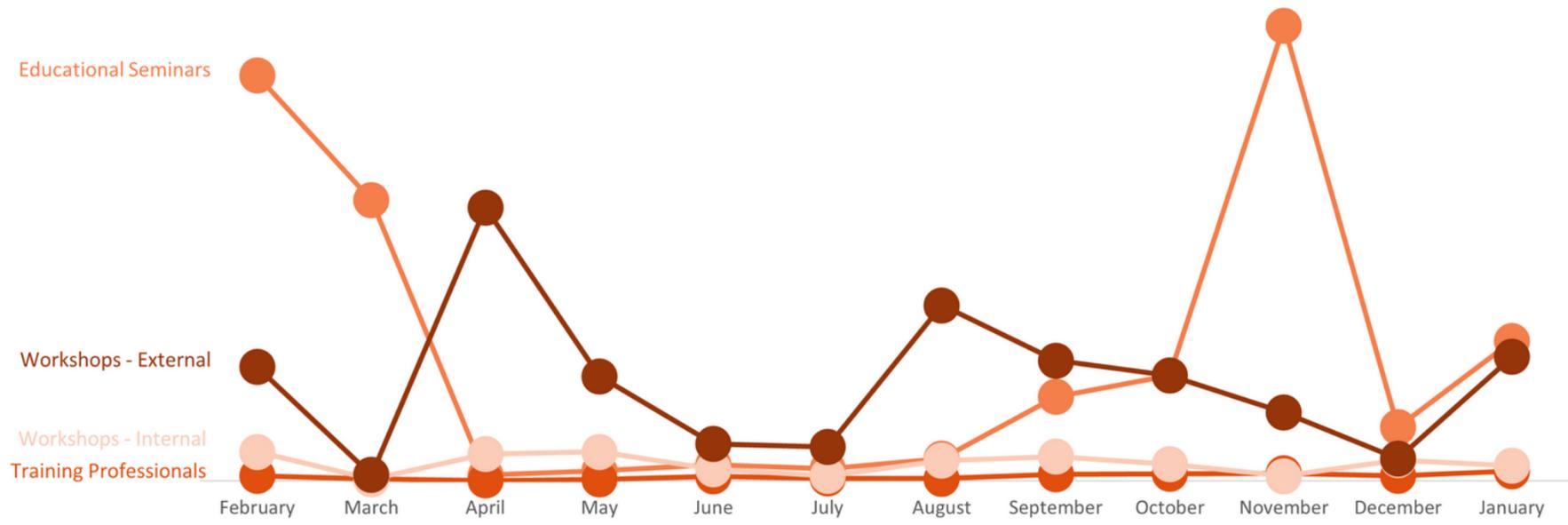
Educational seminars, training programs for professionals, and other education workshops with both internal and external audiences

All types of programming saw a decrease in sessions and participants beginning in March due to the COVID-19 pandemic. Grantees adjusted Education programming and approaches during late spring and summer, while simultaneously increasing Other Education activities for internal and external audiences. Education began to pick up more in the Fall.

## Sessions



## Participants

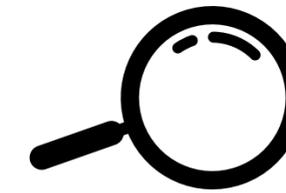
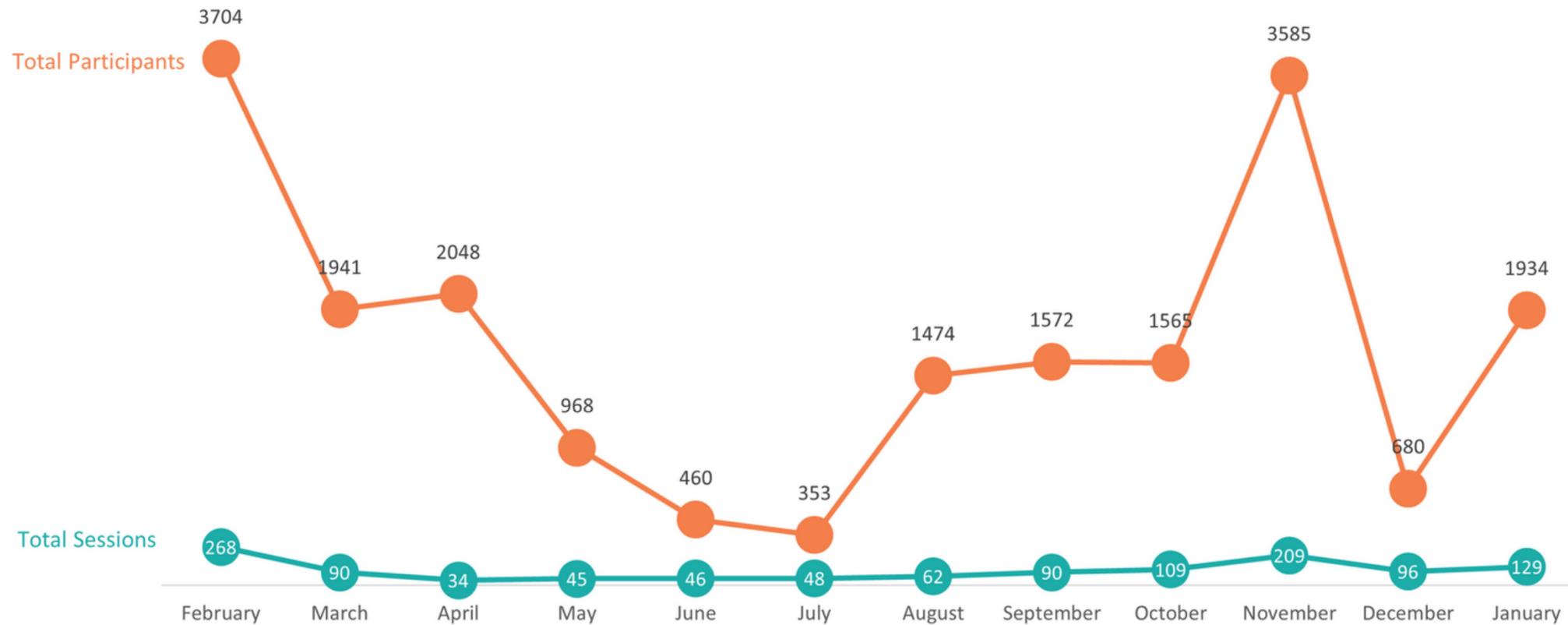


# SUMMARY OF ALL EDUCATION

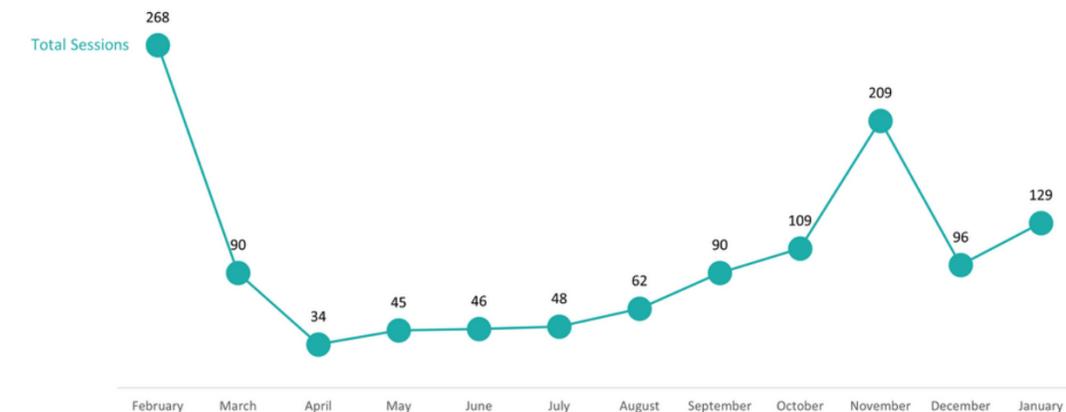


Educational seminars, training programs for professionals, and other education workshops with both internal and external audiences

On average, Texas RPE conducted 102 seminars, training programs and workshops per month with 1,690 participants.



Close-up of Total Sessions



**1,226 total seminars, training programs, and workshops were conducted with 20,284 total participants in FY20**

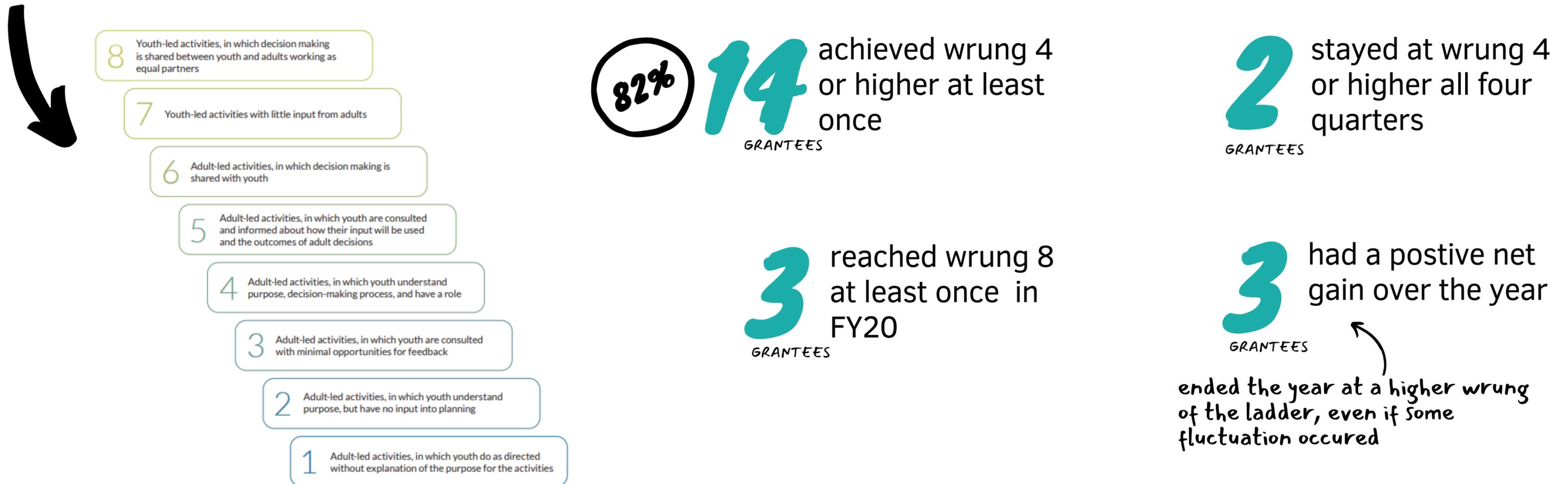
Educational Seminars: 742 seminars; 10,645 participants | Training Programs for Professionals: 158 programs; 353 participants

Workshops - Internal Audiences: 119 workshops; 1,365 participants | Workshops - External Audiences: 207; 7,921 participants

\*Participants are counted individually, even if they attend multiple sessions so the number reported does not represent unique individuals

# YOUTH ENGAGEMENT

Hart's Ladder is an assessment tool used to measure authentic youth engagement in a given program. The goal is to see an increase over time but youth's engagement may move up and down the different stages throughout the year. The aim is to move toward youth-led activities.



# SO MANY

YOUTH  
ENGAGEMENT

# BRIGHT SPOTS

## resilience

"The youth have demonstrated resiliency adapting to new and emerging community demands during COVID...They come to the program willing to incorporate whatever changes are necessary and move towards the group's goals. They are creative and willing to step forward to share the group's mission with others. They are delightful to work with to bring the group's goals to fruition.



## leadership

"During the project brainstorm one of the students said "I like the feeling of us being in charge".

## social media engagement

## persevering through it all

"We continue to believe, true social change begins by having community members come together to challenge the norms that tolerate violence by building power together and envisioning a community where there is solidarity, justice, equality, and acceptance. To achieve this, we have to continue to meet with the youth, even when participation is low, to build strong relationships with them and promote protective factors. We must also continue to have conversations that focus on the issues that matter to the youth, show them their opinions matter, and empower them to take action."



## fully invested

"Youth are excited to lead, inform, and participate in the creative activities scheduled for the community. Those youth who were in the program for three years but have gone away to college still check back on the program. They look forward to being a part of the movement again in the summers. They were fully invested in the mission and goals and their role in creating a safe community for all."

## virtual programming

# TONS OF

## COMMUNITY-LEVEL

# BRIGHT SPOTS TOO

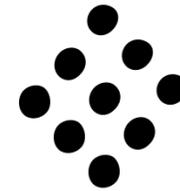
*building strong partnerships*

*prompting conversations*

One grantee created "Table Topics" cards that focus on different topics and areas for social-emotional learning and growth for households to use around the dinner table.

*Spreading awareness*

of issues identified by grantees, participants, and the community



*recruiting coalition members*

*producing podcasts*

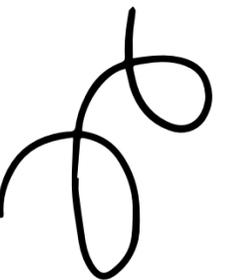
*Social media  
Social media  
Social media*

*(so prominent it needs to be listed multiple times!)*

*creating Changemakers*

One grantee designed a program to enlist community members to share social media content to promote primary prevention topics and engage other community members in conversations about primary prevention topics.

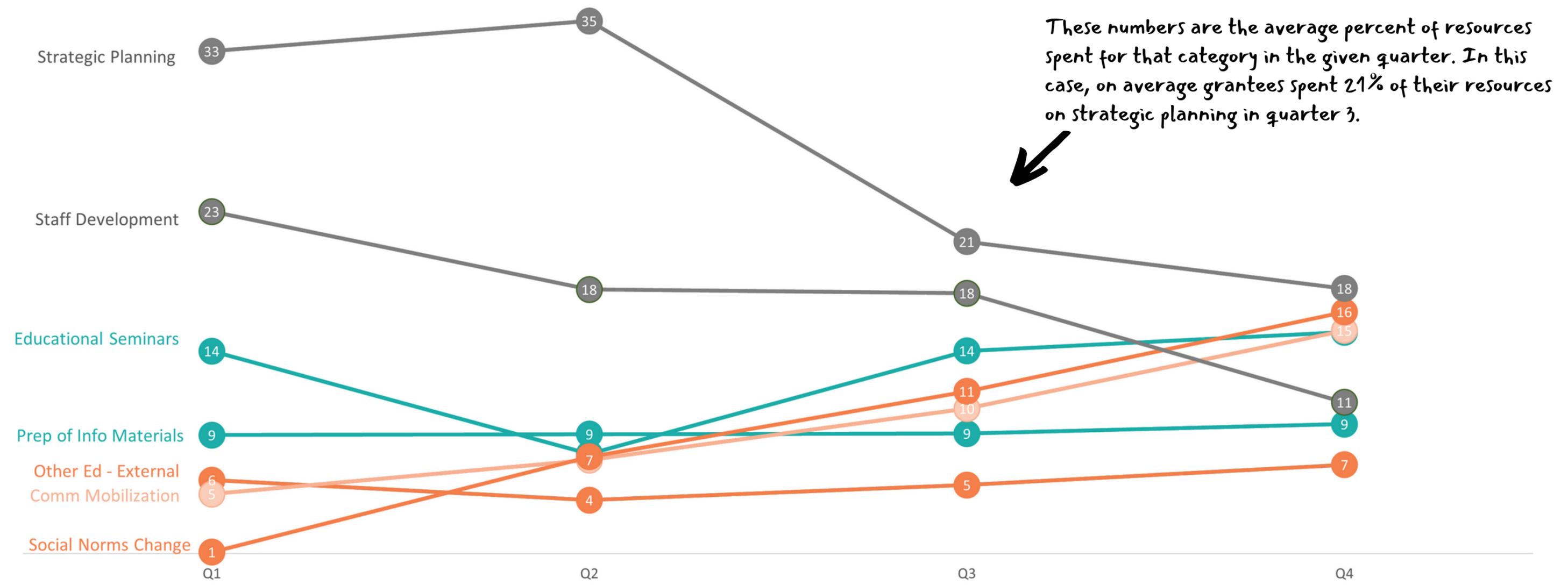
*social norms change*



# RESOURCES

(MONEY)  
REPORTED IN  
PERCENTAGES

The majority of resources were spent on Strategic Planning and Staff Development. However, we saw a gradual increase in resources spent on **Community Mobilization** and **Social Norms** change.



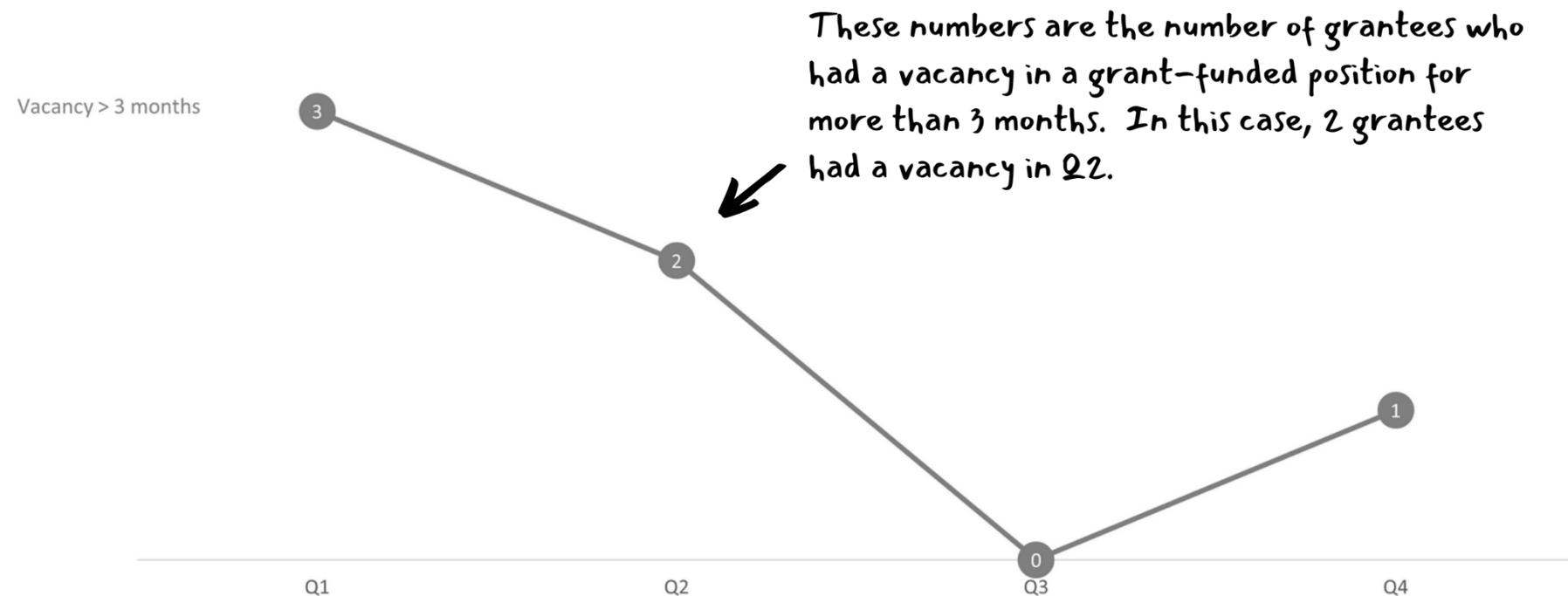
These numbers are the average percent of resources spent for that category in the given quarter. In this case, on average grantees spent 21% of their resources on strategic planning in quarter 3.

Categories with under 5% of resources spent each quarter: Training Programs for Professionals, Training Programs College Students & Campus Personnel, Other Education - Internal, Coalition Building, Policy Education, and Evaluation.

# PERSONNEL CHANGES

In all quarters, 3 - 4 grantees had changes in key personnel that may have had an impact on the agency's primary prevention program or grant performance.

Less than 17% of grantees had a grant funded position vacant for more than 3 months.



# LET'S DISCUSS

*Is the data telling  
the real story of  
Texas RPE?*

**SUPRISES** Does the data show what you expected it to?



**CELEBRATIONS** In what areas did we succeed or show great improvement



**CONCERNS** Are we where we want to be in our priority areas?



**WHAT'S MISSING?** What priorities are not obvious in the data?  
What else do we want to know or highlight  
to gauge the success of programming?



# NEXT STEPS

## FY21

1

### COMMUNITY DATA

Collecting Community Surveys & conducting Participant Focus Groups

2

### CAPTURING MEDIA

Social media, podcasts, and videos will be captured in the Quarterly Reporting System (QRS)

3

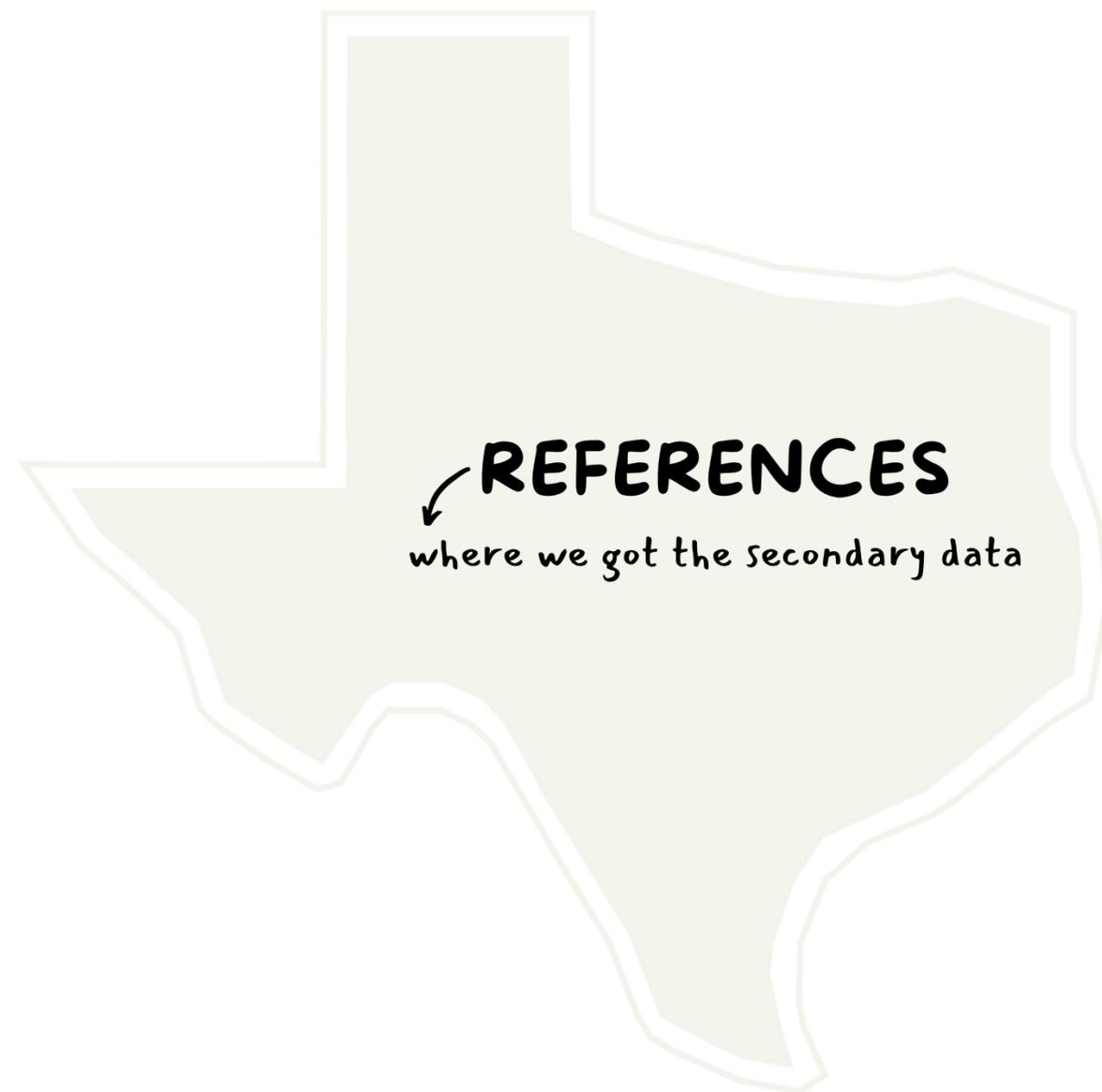
### COLLECTING PLANNING GROUP DETAILS

Clarified definitions and restructured Education and Other Education questions to specifically capture information about planning groups in the QRS

4

### QUALITY IMPROVEMENT

To be conducted in Quarter 3



1

Health Child and Adolescent Health Measurement Initiative. 2018-2019 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Retrieved 04/05/21 from [www.childhealthdata.org](http://www.childhealthdata.org).

---

2

1991-2019 High School Youth Risk Behavior Survey Data. Centers for Disease Control and Prevention (CDC). Retrieved 04/05/21 from <http://nccd.cdc.gov/youthonline/>.

---

3

2019 Crime in Texas. Rep. Austin: Texas Department of Public Safety, 2019. Print.